

IMPACT OF PARENTS' EDUCATION ON THE ENGLISH LANGUAGE LEARNING COMPETENCE OF SECONDARY SCHOOL STUDENTS

Aparna Sharma & Kiran Solanki

Department of English, Bhupal Nobles' University, Udaipur, Rajasthan, India

Research Scholar, Department of English, Bhupal Nobles' University, Udaipur, Rajasthan, India

Received: 07 Oct 2020

Accepted: 15 Oct 2020

Published: 23 Oct 2020

ABSTRACT

English language learning of secondary school students is influenced by various factors. The present research has been carried out to investigate if parents' educational qualifications have any impact on the English language learning competence of secondary school students. A descriptive survey research design was adopted for the study. A sample of 314 students of 10th class was selected by using the stratified random sampling method. The primary data for the present study was gathered with the help of a self-constructed English language test. The hypothesis of the study was tested by performing the chi-square test. The findings of the study revealed that the parents' education has a significant impact on the English language learning competence of secondary school students.

KEYWORDS: *Parents Education, English Language Competence, Secondary School Students*

INTRODUCTION

In the present scenario, English language is recognized as the global language as it is one of the most spoken and used languages worldwide. A massive number of people across the globe use English either as their native, second, or foreign language. It has turned into the international language of communication, government and administration, discoveries and inventions, law and education, media and tourism, and so on. Keeping in view its widespread use and importance in social, economic, and academic spheres; it is essential to lay a strong foundation in the English language for the upcoming generation.

English language is introduced as a second language in the Indian education system. It is taught as a compulsory subject in all the schools right from the primary level. Although students are learning the language for many years, they are still struggling with their English language skills. There are many factors such as school and home environment, parents' economic and educational background that affect the English language learning of secondary school students.

Parent's support is viewed as one of the leading factors which influence student's performance in English education. In the family, parents are found to be the closest people to the children who are responsible for the overall development of the child since the beginning. Students found family as their closest entities because they spend more time at home as compared to the school. Qadri (2018) stated that educated parents can better understand the educational needs, their children's aptitude, and tendency in any subject for future settlement. They can help their children in their early education in a better way which affects their proficiency in their relative area of knowledge. Therefore, the present study is an attempt to find out does parents' educational background affects the English language learning of secondary school

students of Udaipur city, Rajasthan. It is expected that this study will widen parents' perception and understanding of different issues related to their assistance towards English education.

LITERATURE REVIEW

Agnieszka Walczak and others (2017) reported that the parents' educational level was linked to their child's English language attainment. It was observed that there was a positive relationship between parents' educational level and English language attainment of their child. The higher the educational level of the parents, the higher the chances of the learner performing better in the English language attainment.

Abhijit Ghosh (2017) revealed in his study that the achievement of the 10th class students in English was significantly influenced by parents' educational qualifications. The students with higher parental qualifications performed better in English than the students with lower parental qualifications.

Kamaliya Urfa (2016) aimed to find out whether there was a correlation between a parent's education level background and student's English learning achievement. The study disclosed that there was a positive and significant correlation between the parent's education level background and student's English learning achievement. The higher education level background of parents indicates the higher students' English learning achievement.

Ebrahim Khodadady and Farnaz Farrokh Alaei (2012) explored the relationship between parental education and student's achievement in English as a foreign language. It was found from the study that the student whose parents have higher or secondary education performed relatively better than those whose parents have primary education.

Meshach Muruwei (2011) examined the influence of parents' education level on their children in the English Language at the senior secondary level of education. The study revealed that the parents' educational level has a positive influence on the academic performance of the children in the English language.

Catherine Ndim Ebuta and Ekpo O. Ekpo-Eloma (2013) revealed that parental involvement in their children's education significantly influenced their academic achievement in the English language. It was noticed that whenever parents help their children in their studies the academic achievement of their children in the English language was found to be high.

OBJECTIVE OF THE STUDY

The Major Objective of the Present Research Study Is As Follows:

- To find out does parents' educational qualification has any impact on the English language learning competence of 10th class students?

HYPOTHESIS OF THE STUDY

For The Present Study The Following Hypothesis Has Been Generated:

- **H₀:** Parents' Education does not have any impact on English language learning competence of 10th class students
- **H₁:** Parents' Education has a significant impact on English language learning competence of 10th class students

RESEARCH METHODOLOGY

Research Design

A descriptive research design that includes survey methods has been adopted for the study.

Population

All the students of the 10th class studying in Hindi medium government and private schools of Udaipur city, Rajasthan are considered as the population for the research study.

Sample Design

A sample of 314 students of 10th class was selected by using the stratified random sampling method. The population was divided into two strata based on the type of school i.e. government and private.

Data Collection Tool

The primary data for the present study was gathered through a self-made English language competence test. The test is divided into two sections: (a) Demographic profile of students and (b) English language competence test.

Data Analysis Technique

Chi-square test was performed to test the hypothesis of the study.

DATA ANALYSIS AND INTERPRETATION

This section of the study deals with the analysis and interpretation of the data collected for the study.

Fathers' Educational Qualification of Students

As mentioned in Table 1, the fathers of 52.55 % of students (N=165) were undergraduate, 16.24 % fathers (N=51) were graduate, and 4.46 % of fathers' (N=14) were postgraduate. The fathers of the rest 26.75 % of students (N=84) were having some other qualifications.

Table 1: Fathers' Educational Qualification of Students

| Father's Educational Qualification | N | Percentage |
|------------------------------------|------------|------------|
| Undergraduate | 165 | 52.55 |
| Graduate | 51 | 16.24 |
| Postgraduate | 14 | 4.46 |
| Other | 84 | 26.75 |
| Total | 314 | 100 |

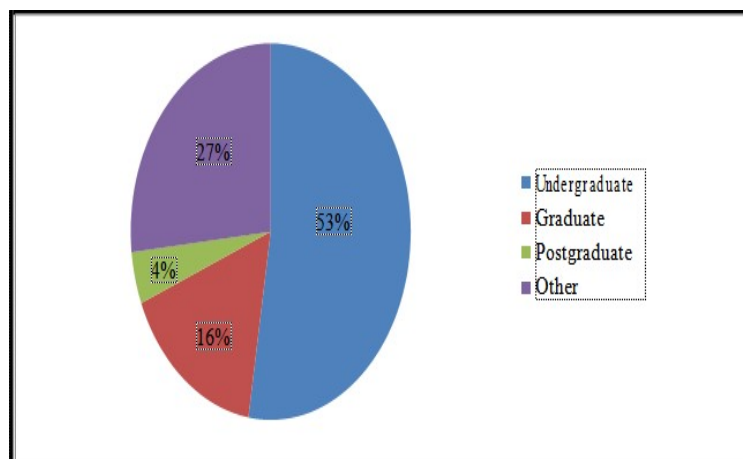


Figure 1: Fathers' Educational Qualification of Students.

Mothers' Educational Qualification of Students

As mentioned in Table 2, mothers of 56.37 % of students (N=177) were undergraduate followed by graduates (N=32, Percentage=10.19) and postgraduate (N=6, Percentage=1.91). The mothers of the rest 31.53% of students (N=99) were having some other qualifications.

Table 2: Mothers' Educational Qualification of Students

| Mother's Education | N | Percentage |
|--------------------|------------|------------|
| Undergraduate | 177 | 56.37 |
| Graduate | 32 | 10.19 |
| Postgraduate | 6 | 1.91 |
| Other | 99 | 31.53 |
| Total | 314 | 100 |

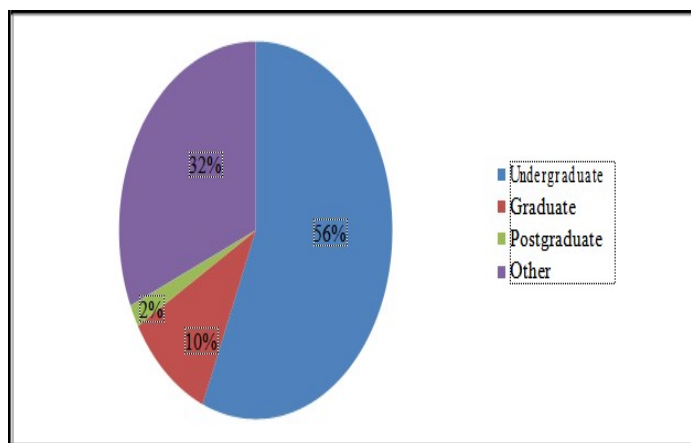


Figure 2: Mothers' Educational Qualification of Students.

English Language Learning Competence of 10th Class Students

Based on the scores obtained from the English language competence test and after applying the z-test the range of English language learning competence of 10th class students was found to be as mentioned in table 3.

Table 3: English Language Learning Competence of 10th Class Students

| English Language Learning Competence | Number of Students |
|--------------------------------------|--------------------|
| Extremely Low Competence | 4 |
| Low Competence | 97 |
| Average Competence | 90 |
| High Competence | 96 |
| Excellent Competence | 27 |
| Total | 314 |

Hypothesis Testing

H₀: Parents' Education does not have any impact on English language learning competence of 10th class students H₁: Parents' Education has a significant impact on English language learning competence of 10th class students

Students were asked to indicate the education level of their parents; further, this information was cross-tabulated with the English language learning competence of 10th class students. The chi-square test was implemented to test this hypothesis, and the results obtained are presented in Table 4.

Table 4 shows at the 5 % level of significance, both the chi-statistic was found significant which leads to the rejection of the null hypothesis. So it can be concluded that parents' education has a significant impact on the English language learning competence of 10th class students.

Table 4: Impact of Parents Education on English Language Learning Competence of 10th Class Students

| Parents' Educational Qualification | | Learning Competence of English Language | | | | | Chi-Square Value | p-Value | Significance |
|------------------------------------|---------------|---|----------------|--------------------|-----------------|----------------------|------------------|---------|--------------|
| | | Extremely Low Competence | Low Competence | Average Competence | High Competence | Excellent Competence | | | |
| Father's Education | Undergraduate | 3 | 42 | 50 | 57 | 13 | 50.519 | 0.000* | Significant |
| | Graduate | 0 | 10 | 8 | 22 | 11 | | | |
| | Postgraduate | 0 | 3 | 3 | 5 | 3 | | | |
| | Other | 1 | 42 | 29 | 12 | 0 | | | |
| Total | | 4 | 97 | 90 | 96 | 27 | | | |
| Mother's Education | Undergraduate | 3 | 44 | 46 | 66 | 18 | 42.898 | 0.000* | Significant |
| | Graduate | 0 | 7 | 8 | 12 | 5 | | | |
| | Postgraduate | 0 | 1 | 1 | 1 | 3 | | | |
| | Other | 1 | 45 | 35 | 17 | 1 | | | |
| Total | | 4 | 97 | 90 | 96 | 27 | | | |

Level of Significance = 5 %

CONCLUSIONS

The results received from the study revealed that parents' educational qualification has a significant impact on the English language learning competence of 10th class students of Udaipur city, Rajasthan. Hence, the study concluded that parents' educational background affects the English language learning of secondary school students.

RECOMMENDATIONS

On The Basis of the Results of the Study Following Recommendations Have Been Given:

- Parents should motivate their children to learn the English language by mentioning the importance of the English language in the present era.
- Parents and family members of students should help their children with their English assignments and projects.
- Parents should provide best learning facilities and opportunities for their children at home.

REFERENCES

1. Ahmada, A. (2016). *The Influence of Parents Support and its Relationship with Students Achievement in English Education. International Conference on Education and Regional Development 2016 Cross-Cultural Education for Sustainable Regional Development, Bandung, Indonesia. 31 October & 1 November 2016.* www.researchgate.net/publication/320043980.
2. Asad khan, R.M., Iqbal N., & Tasneem S. (2015). *The influence of Parents Educational level on Secondary School Students Academic achievements in District Rajanpur.* *Journal of Education and Practice*, 6 (16), 7679.
3. Sewell, W. H., & Shah, V. P. (1968). *Parents' education and children's educational aspirations and achievements.* *American Sociological Review*, 191209.
4. Ebuta C. N. & Ekpo o. Ekpo-Eloma. (2014). *Influence of Parental Involvement on their Children's Education and their Academic Achievement in English Language.* *Global Journal of Educational Research*, 13, 31–36. www.globaljournalseries.com.
5. Ghosh, A. (2017). *A Comparative Study of the Achievement in English of the Students of Class X in Rural and Urban Govt-Aided Schools of Murshidabad (West Bengal).* *International Journal of Advanced Education and Research*, 2(3), 246249.
6. Kalaycı, G., & Öz, H. (2018). *Parental involvement in English language education: Understanding parents' perceptions.* *International Online Journal of Education and Teaching (IOJET)*, 5(4), 832–847. www.iojet.org/index.php/IOJET/article/view/447/296.
7. Khodadady, E., & Alaei, F. F. (2012). *Parent Education and High School Achievement in English as a Foreign Language. Theory and Practice in Language Studies*, 2 (9), 1811–1817. www.academypublication.com/issues/past/tpls/vol02/09/06.pdf.
8. Muruwei, M. (2011). *Parents' Level of Education and Senior Secondary Students' Academic Performance in English Language in Bayelsa State, Nigeria.* *Journal of Research in National Development*, 9 (2), 302–305. www.ajol.info/journals/jorind.
9. Qadri, M. A. (2018). *Parental Educational Status and Academic Achievement of Students.* *International Journal of Creative Research Thoughts (IJCRT)*, 6 (1), 1120.
10. Eccles, J. S. (2005). *Influences of parents' education on their children's educational attainments: The role of parent and child perceptions.* *London review of education*, 3(3), 191204.

11. Urfa, K. (2016). *Correlation between Parents' Education Level Background and Students' English Learning Achievement at the Seventh Grade Students of MTs NU 13 Ar-Rahmat Sukorejo-Kendal in the Academic Year 2015/2016. The State Islamic Institute of Surakarta, (PhD Thesis).* www.eprints.iainsurakarta.ac.id/659/1/26.%20Kamaliya%20Urfa.pdf.
12. WalczakA., HarrisonG., MuratorioM., FloresC., BurnnerS. & DochertyC (2017). *Which Factors affect English Language Attainment? A Study of School Students in Chile. Cambridge English: Research Notes, (65), 51-65.* www.cambridgeenglish.org/Images/368332-research-notes-65.pdf.

